

**Experienced Teachers' Institute (FY 2010-2011)  
Strategies for the Struggling Reader: Diagnostics to Instruction**

**Lesson Plan**

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Program/County: KCTCS/Bell	Director: Brenda Morris

Title: Reading a Legend!	Content area:
Length of lesson: 1 ½ hours	NRS Level (s):
Standard(s)	

<p><b>Lesson Objectives</b></p> <p>Use words like “recall,” “define,” “explain,” “demonstrate,” “predict,” “compare,” “contrast,” “revise.” Refer to Bloom’s taxonomy</p>	<p style="text-align: center;">At the end of this lesson, students will be able to:</p> <p>Explain what is meant by different genres Use think-alouds: predictions (develop hypotheses), visualization and engagement of prior knowledge.</p>
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Assessing mastery of the objectives	<p>I will know that the lesson has been effective when my students can answer the following essential questions:</p> <p>What parts of the Legend interested you the most?</p> <p>How else can you see this adventure coming to its fairy tale ending?</p> <p>Has your thinking changed as a result of reading the story?</p>	<p>The means of assessment and check for understanding will be:</p> <p><u>Reader participation and comments.</u></p> <p>Completion of Before, During and After Questions.</p> <p>KWL/What I have Learned</p> <p>Written post-reading questions.</p>
Pre-teaching	<ul style="list-style-type: none"> <li>• How will I introduce the objectives?</li> <li>• How I will make a connection between the content and my students and engage?</li> <li>• How I will draw on prior knowledge?</li> <li>• How will I provide purpose for using the strategy and reading the selected text?</li> </ul>	<p>Distribute copies of the story and vocabulary words.</p> <p>Brief discussion of different types of stories (genres) and how as readers we generally find a type that we enjoy; then we read nothing else but our favorite.</p> <p>Ask students if they played good-guy and bad guy as children.  .....Do you think this story is going to be similar to the roles children play?</p> <p>To view legends as positive reading material.</p>

<p>Instruction/Modeling</p> <ul style="list-style-type: none"> <li>• How I will deliver the information so that students are engaged?</li> <li>• How will I describe the strategy, provide purpose, model it and or provide examples?</li> <li>• How will I introduce and engage students in the text?</li> </ul> <p>Guided Practice</p> <ul style="list-style-type: none"> <li>• How I will provide opportunities for students to practice in the classroom so I know they understand?</li> <li>• How will I make sure they are <i>“getting it”</i> during the lesson?</li> </ul>	<p>Model the strategy of activating prior knowledge.</p> <p>Pre-reading questions.</p> <p>Take turns reading the story.</p> <p>Ask question during the reading.....  Examples: Did you expect this... Do you think this is strange...?</p> <p>If students are not actively participating, model to encourage more engagement.</p> <p>Listen to student comments and body language.</p>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> <li>How I will help students extend what they learned so they can do it without my help?</li> </ul>	<p>Do next reading lesson about Saint George and the Dragon.</p> <p>Reread. Discuss different genres specifically Legend Review vocabulary words.</p> <p>Written critique of Saint George and the Dragon using graphic organizer.</p>
Post-teaching	<ul style="list-style-type: none"> <li>How I will check for understanding?</li> <li>How I will bring closure &amp; provide opportunities for reflection?</li> </ul>	<p>Completion of post-reading questions; then share through discussion, questions and comments.</p> <p>Question...Would you recommend this story? Why?</p>
<p>Text and Materials</p> <ul style="list-style-type: none"> <li>Authentic</li> <li>Based on students interests and goals</li> </ul>		
<p>How learning can be extended at home?</p>		<p>I rarely do home reading assignments; however, I do make suggestions that the students “think” about a certain event or ideal and have comments or questions for the next class.</p>

Key vocabulary	Words taken from the story or generally associated with legendary stories.
Use of technology (if appropriate)	N/A